The Hamilton Spectator

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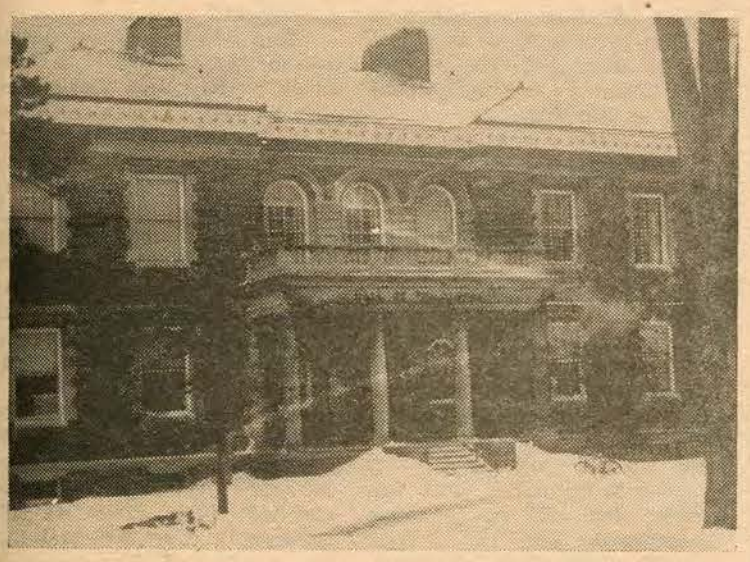


Demolition of Truax will begin in summer, 1970.

New Library to Be on Site of Truax: To Cost $4.5 Million; to Open in '72

BY MIKE SHAPIRO

The new Hamilton College library will be built on the present site of Truax Hall at a cost of $4.5 million. Completion is presently scheduled for before the end of 1972.

The Truax site was selected by the Hamilton trustees over nine other possible locations because of the convenience and beauty of the setting, and because the second choice, behind Dunham, was so unsatisfactory. In addition to lacking facilities and being subjected to a harsh western wind, the Dunham site would entail moving the football field at an estimated cost of $170,000. The Truax demolition will cost $20,000.

The feelings of the present occupants of Truax were summed up at a faculty meeting by History Professor Edgar Graves. "I've been teaching in Truax for over forty years," he said. "Tear it down!" The Hamilton faculty voted overwhelmingly in favor of the Truax site.

The architects of the library, Hugh Stubbins and Associates Inc. of Cambridge, have long favored the Truax site feeling that a larger structure would fill out and enhance the quadrangle.

The school hopes that the government under the Title 1 Higher Education's Facilities Act will pay one-third of the library bill. The remaining two-thirds will be the responsibility of Ned Doyle '24 of Doyle, Dane and Bernbach. He is the chairman of the national campaign.

After the decision of the Truax site was reached, President John W. Chandler and Coleman Burke, Chairman of the Board of Trustees, called on R. Hawley Truax '09, son of Chauncey Truax '75 who built the building. Mr. Truax, Chairman of the Board of the *New Yorker*, said he understood what the school was doing and was in favor of the action.

As of yet, no decision has been reached on the fate of the old library although it definitely will *not* be demolished. One favored proposal is to use it as an administration building freeing Buttrick for seminars.

Columnist Russell Baker Is Commencement Speaker

BY MARK FISH

Renowned *New York Times* columnist Russell Baker will be the principal speaker at Hamilton's commencement June 8.

Mr. Baker, "a perceptive and witty viewer of the current scene," has written a thrice-weekly column for the *Times*' editorial page since 1962.

Though Mr. Baker writes largely on contemporary issues and problems, his nationally syndicated column is marked by "a gentle but incisive wit."

President John W. Chandler also announced this week that Lake Forest College President William G. Cole will present the baccalaureate address. Both Mr. Baker and Mr. Cole will receive honorary Doctor of Humane Letters degrees.

Mr. Baker is a regular contributor to *Life*, and his articles have appeared in the *Saturday Evening Post*, *Reader's Digest*, *Ladies' Home Journal*, and *Holiday*. He is the author of three books and is now planning an American history book for children.

A 1947 graduate of Johns Hopkins, Mr. Baker was a reporter for the Baltimore *Sun* before joining the *Times*' Washington bureau in 1954.

Baccalaureate speaker Cole has headed Lake Forest since 1960. A graduate of Columbia College, he holds a B.D. from Union Theological Seminary and a Ph.D. from Columbia University.

Before his appointment to Lake Forest, he held a variety of positions over an eight-year period at Williams College. Among them were: chaplain, professor of religion, chairman of the religion department, dean of freshmen, and administrator of the Summer Institute in American Studies for Executives.

Earlier he had been chaplain and lecturer in Biblical literature at Western Reserve, visiting chaplain at Stanford, counselor to Protestant students at Columbia University, and chaplain and assistant professor of religion at Smith College.

President Cole is the author of "Sex in Christianity and Psychoanalysis," "Sex and Love in the Bible," and "The Russian Quest of Modern Man."

A past recipient of the National Brotherhood Award of the National Conference of Christians and Jews. Mr. Cole is a director of the Council of Protestant Colleges and Universities, the National Merit Scholarship Corp, and the Board of Sex Information and Education Council of the United States (SIECUS). He is also chairman of the Illinois Commission on Human Relations and the Commission on Religion in Higher Education, Association of American Colleges.

President Chandler will announce the names of four other honorary degree candidates next week.

Columnist Russel Baker

President William Cole

Faculty Academic Policy Committee Proposes Adoption of Experimental Pass-Fail System

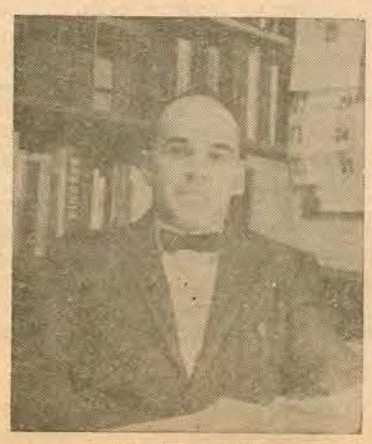
Hamilton students may have the option to take Pass-Fail courses starting next semester.

At the April meeting of the faculty, the Committee on Academic Policy proposed that the faculty adopt a two-year experiment with Pass-Fail courses. Under the plan, students would be allowed to take four-semester P-F courses over a four-year period.

Freshmen would not be permitted to use the option for their first semester, while upperclassmen would not be allowed to use the option in their major after their sophomore year. Any student could change his decision about taking a course on a Pass-Fail basis up until the second week of a semester.

The purpose of the proposal, according to Professor Charles Adler, Chairman of the Committee on Academic Policy, is "to give students a reasonable chance to try out courses that they might not ordinarily take."

Thus, the Committee would consider Pass-Fail option a success if it found, after a two-year trial, that students who concentrated in the humanities used the option to take courses in the social or natural sciences.



Charles Adler

One provision in the proposal suggested that the faculty should not know which students were taking a course for a Pass-Fail grade. A student would inform the Recorder's Office that he was using one of his options for a particular course. A professor would send the student's grade to the recorder's Office as usual, and the Recorder would convert it to a P or an F.

The Student Curriculum Committee had strongly endorsed the provision several months ago. However, some faculty balked at such "secrecy." They felt that a professor should know as much as possible about his students.

Adler explained, "We want to

(Continued on Page 11)

Hamilton to Run Intern Program With Washington Jobs in September

BY BILL TUCKER

An intern program in the executive and legislative offices in Washington, D.C. will be among the abrupt innovations for Hamilton in September.

The program, which has been available to Hamilton students through Colgate University for many years, represents a major departure from the liberal arts curriculum of bygone years.

All juniors and seniors for the academic year 1969-70 who have taken an introductory course in American government and are approved by the Academic Council are eligible for consideration for the first term of the Washington Study Group.

"We want really top notch guys with a continuing strong personal interest in public affairs," explained Channing Richardson, Bristol Professor of International Affairs. He estimated that as many as fifteen students could be selected for the program next fall. With all applications falling due this past Thursday, Professor Richardson will announce the selections next Friday, April 18.

The program will proceed this fall under the resident direction of Associate Professor of Government Eugene Lewis who will conduct a three-hour weekly seminar on a topic of particular interest to himself and the participating students. Among the topics studied in past programs are Civil Rights, Poverty in America, Foreign Aid Programs and Pressure Groups.

The semester will be divided into one six-week internship in the executive branch and another in the legislative branch of the federal government. According to a report from the Govern-

(Continued on page 11)

Kirkland Plans Its Inauguration

BY NANCY DALRYMPLE

With flourishes and pomp, Kirkland President Samuel F. Babbitt will be inaugurated next Saturday. Though president officially on July 1, 1966 his ceremonial investiture was postponed until the end of Kirkland's first academic year.

The festivities will begin Thursday with Kirkland Day in Rome, a series of talks and a dinner. Friday will be Kirkland Day in Utica, with a dinner held at the Munson-Williams-Proctor Institute. This will be followed by a lecture on the philosophy of Kirkland's architecture by Architect Benjamin Thompson, to which all Kirkland students are invited and for which transportation will be provided.

Saturday itself will be Kirkland day in Clinton and on the Hill. Over 1,000 people have been invited to attend, a group including all Kirkland parents, associates, trustees, faculty, and students, along with press and magazine representatives, other

(Continued on page 9)

News in Brief

SPECTATOR APPOINTMENTS

Spectator Editor Geoffrey Precourt announced the appointment of Mark Fish '70 as Executive Manaying Editor this week. This is the final appointment in Precourt's new staff. "We will be working together very closely," Precourt said. "Mark will be largely responsible for the nefs content and copy of the paper, and we will be splitting the editorial responsibilities. I'm tremendously pleased with the entire staff." Fish merely commented, "We look forward to making the *Spectator* the best possible paper."

RUBENSTEIN'S COMPLAINT

An internationally prominent theologian and author, Richard L. Rubenstein, will lecture on "The Impact of Technology on Contemporary Religious Sensibility" at 8 p.m., Monday in the Hamilton College Chapel. The lecture, free and open to the public, is being sponsored by the humanities division of Kirkland College.

DANCE SESSION SUNDAY

Kathy Adams will be running an informal folk dance session every Sunday in the gym at 1:00 p.m. David Valentine, a professor of dance at the University of Rochester will counsel the group. There will be a variety of dances presented including Balkan, Scandinavian, Greek, Israeli, Russian and Polish. Mr. Valentine is very active, presenting 20 exhibitions a month in Rochester. Kathy Adams has danced at the University of Rochester. Everyone from both Hamilton and Kirkland is welcome; no experience is needed.

CONSORTIUM OPENINGS

There is an opening for two male counsellor tutors in the Consortium School program, with preference being given for one to someone with proficiency in Science. This position involves participating in a 7 week summer program held on the Hamilton campus involving 3 weeks of junior high school age youngsters, and 3 weeks of senior school age youngsters, with a week of planning at one hundred dollars a week. This program is *not* directed entirely at the disadvantaged but draws a heterogenous population which is representative of the total Utica school population.

The student accepting this position would also be expected to continue with the Consortium School as a teacher and and tutor during the 1969-70 academic year on an average of 10 hours a week at $2 an hour. Students interested in applying for an interview should see Professor Hunt or Mr. Loomis by Wednesday, April 16.

VIETNAM EXPERT

Barry Zorthian, director of the Joint United States Public Affairs Office in Vietnam and Minister-Counselor for Information of the American Embassy in Saigon until last fall, will discuss "Assignment Vietnam" Thursday, April 17, at 8 p.m. in the Hamilton College Science Auditorium. Working under Ambassadors Henry Cabot Lodge, Maxwell Taylor and Ellsworth Bunker, he concluded the longest continuous service of any senior American official in Vietnam, four and a half years.

ROOT-JESSUP FILM

For its next presentation, the Root-Jessup Film Series will show *Cities and the Poor, Part I.* This informative documentary will be shown on Sunday, April 13 in the Chemistry Auditorium.

BOCOUR ART THOU

Leonard Bocour, a nationally known art collector, will speak on "Art and Artists I Have Known" at 8 p.m., Wednesday, at the Root Art Center. An exhibition of 61 paintings from the Bocour collection opens at the Center Sunday.

A LITTLE GOES A LONG WAY

Professor H. Ganse Little, chairman of the Department of Religion at Williams College will speak in a Chapel Service to be held on Sunday, April 13th at 7:30 p.m.

THE PAWNBROKER

Kinokunst Gessellschaft will sponsor *The Pawnbroker* (American 1964), directed by Sidney Lamet and starring Rod Steiger on Thursday, Friday and Saturday, April 17-19 at 8:00 p.m. in the Chemistry Auditorium.

"No description can adequately convey the shattering effect or dramatic power of this film. A superb cast and meticulous direction combine to etch a grim portrait of a man who survived the hell of a Nazi concentration camp only to encounter further prejudice in his operation of a pawnshop in New York's Harlem. Rod Steiger portrays a man who has lost faith in God, in the arts and the sciences — a man who views all those around him as animals . . . "

Audio Film Center

The Hamilton Spectator

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College Is Concerned Over Illicit Drug Use on Campus

BY PAUL KLING

The "college drug scene" is changing rapidly, and this change is evident on the campuses of Hamilton and Kirkland colleges. Like many other small schools, Hamilton and Kirkland are in the throes of formulating adequate policies to deal with the use of drugs by students.

Until April, 1968, Hamilton's policy was simply that any student found using, possessing, or selling drugs would be "expelled forthwith." The summer of 1967 brought a dramatic increase in the use of drugs on small campuses, and Hamilton responded to this increase by forming an *Ad Hoc* Committee on Drugs to investigate the use of drugs on campus and to make recommendations to the administration on ways to deal with the problem.

The policy of the College was changed in April of 1968 so that, in dealing with a student using drugs, the College "will take whatever action it deems advisable."

Associate Dean Hadley S. DePuy added that "We may still choose to separate a student if that is the best course," but that the College may choose instead to counsel him or administer less severe punishment.

To clarify the situation further, the *Ad Hoc* Committee of Drugs recently sent letters to all Hamilton students warning them of the dangers of using drugs, and stating that the college cannot in any way condone their use. Kirkland President Samuel F. Babbitt sent similar letters to Kirkland students and their parents.

When asked what prompted sending the letters at this time, DePuy said that there seemed to be an increase in the amount of drugs brought onto the campus after the vacation. Although DePuy felt there does not seem to be a great increase in actual use, he noted that "people have just stopped talking" about drugs on campus.

"This office should make the students aware of the law and the effects of drugs," DePuy added. "The College will not and cannot condone the use of drugs. Our responsibility is for the welfare of the individual."

Babbitt said that "it was and is necessary to make a clear position known. This statement is intended to say something until further policy is formulated. The College does not want to give up its position *in loco parentis.*" He added that "we cannot and will not condone breaking the law."

Neither Hamilton nor Kirkland offers any protection from the law. Contrary to what many students think, the police need only a reasonable suspicion of drug use to enter and search any room. No search warrant is required. "The College is not a santuary from the law," DePuy emphasized.

"Few students realize the consequences of being arrested for drug use," he said. "It can ruin your whole life. You can't vote, run for public office, or even get a passport."

When asked how many people are on The List or if it even exists, DePuy said that "there may be such a list; I don't know of it." He added that the College is in no way working with or aiding the police. "We don't know what the police are doing."

Students at other colleges in the area know what the police are doing, however. Arrests have been made for drug use at Utica College, Eisenhower College, Mohawk Valley Community College, and Elmira College.

A spokesman for the Utica College newspaper said that 36 students were arrested in December for possessing marijuana, and that their cases are still pending in court. He said that the number of drug users on campus is very small and that "we hardly even think about it. I know a lot more guys who are drinking themselves under the table."

Of the five colleges in Oneida County, the two most affluent and prestigious, Hamilton and Colgate, are, according to Dean DePuy, "conspicuously absent" from the list of schools raided by the police.

World Educators To Be at Kirkland

An international educational colloquium will be held here next Saturday. One of the major events of Kirkland President Samuel Babbitt's inauguration. it is entitled "The Response of Institutions of Higher Learning to Contemporary Student Needs and Demands."

Educational figures from around the world will attend.

Each will give a ten minute description of his opinion, approaching the topic in whatever context he wishes. The concept underlying this approach is that student concerns and needs are basically universal despite differences in approach and method of solution. This introduction will be followed by a discussion between the panel and audience, moderated by Professor Adrian Jaffe.

The purposes of the discussion are fourfold. Fundamentally it will give Kirkland's advent a larger dimension by emphasizing Kirkland's uniqueness in her response to contemporary problems in education. In addition it will mark the occasion in a ceremonial way. Thirdly, it will spread Kirkland's name, facilitating such transactions as programs for study abroad. Lastly, it will be a way of resolving the problem of student needs and demands by viewing the problem from different cultural

(Continued on page 11)

Departments Alter Program For Transition to 4-1-4 Policy

BY RON BRUCK

The advent of 4-1-4 and the elimination of distribution requirements next year has brought about dramatic changes in departmental curriculum.

There is a trend among the faculty to transform year - long courses into semester courses. Some departments are also eliminating or drastically altering their freshman level courses.

The most notable changes are occurring in the History Department where ten semester courses for freshmen are replacing History 11-12.

Instead of the lecture format of the present 11-12 course, each department member is offering a freshman level course each semester in his particular field. The courses range from twentieth century American History to a study of civilization of South and East Asia.

The courses are still of a survey nature, but unlike History 11-12, "we won't be trying to survey the history of the whole world." said Charles Adler, History professor and Chairman of the Faculty Committee on Academic Policy.

The department is also offering 23 upper - level semester courses, including two on the Black Man in America, three French History courses and a course on modern India.

An independent research course, culminating in a thesis paper, is required of Seniors majoring in history during the spring semester while a course in Historiography is required during the fall term.

The Mathematics Department is eliminating its 11-12 course in Introductory College Mathematics. Students have been taking the course mainly to meet the existing Science requirement.

According to Adler, the Mathematics Department felt that the course would not be necessary without the distribution requirement. The department is also eliminating Mathematical Statistics (24) and Applied Mathematics (37).

The Philosophy Department is eliminating Philosophy 12, Scientific Knowledge and Methodology, next year. Its introductory course, 11, is being offered both semesters.

The department is also adding courses in the Philosophy of the Social Sciences (33) and the Philosophy of Law (38).

In addition to changing its 11-12 course to two semester courses, the Psychology Department is offering a course in Freud (14) to freshmen second semester. Upper level course additions include Social Psychology (23), Jung (25), Humanistic Psychology (32), and Abnormal Psychology (34), none of which are laboratory courses.

The German Department has restructured its curriculum and is offering all semester courses next year. Its 11, 12, and 13 level courses meet four hours a week in addition to laboratory work. German 15, Techniques of Reading German, will replace its former German 14.

Its Introduction to Literature is being condensed from a year-long course this year to a semester course (21) next year. Conversation and Composition (23, 24) and a Special Topics course (42) are also being added to the curriculum.

The Government Department is eliminating International Law (27) and International Organizations (28) from its curriculum next year. It is also initiating a fall semester in Washington, D.C., similar to Colgate's spring semester in Washington program.

The Biology and Geology Departments have both converted their 11-12 courses for freshmen into two semester courses for next year. In addition the Geology Department is offering a Seminar (36).

Editorials —

Pass-Fail Proposal

The pass-fail option about to come before the Faculty is one of the most exciting proposals since the institution of 4-1-4 last fall.

Under the Academic Policy proposal, students would be allowed to take four semester Pass-Fail courses during their Hamilton Career. This plan would initially be adopted on a two year experimental basis. The benefits of making a Pass-Fail option available to students are many. It would permit greater academic freedom in eliminating students of inability to achieve in an academic area alien but interesting. As Mr. Adler said, it will "give students a reasonable chance to try-out courses that they might not ordinarily like." Such academic freedom would be a refreshing and encouraging step toward permitting students to take the courses that most interest them — and not the ones they imagine will be a help to their average.

In this spirit, we cannot understand the strong, if limited, Faculty objection to the proposal that the Recorder's Office keep the names of Pass-Fail students confidential. The faculty committee itself "believes that students might be more willing to experiment if they feel that the Faculty will regard their work in the same way as it would under the usual grading system." Why must an instructor know who in his class is taking his course for pass-fail? The professor's job is to instruct and to judge a student by his performance in the course. A student's grading status within the course should have no effect in the professor's approach to the student. Were such a grading status known, however, it undoubtedly would. Unfortunate, but largely true.

The *Spectator* hopes that the Faculty will accept Mr. Adler's recommendation for confidentiality in the Pass-Fail proposal. We hope that such a matter will not stand in the way of final approval of such an important and significant proposal. We hail Mr. Adler and his committee's efforts to further open broad academic opportunities to students. We hope the Faculty will heartily approve the Pass-Fail proposal.

Williams Compliance

The sit-in at Williams last weekend is the subject of a front-page *Lucifer* story. The Afro-American Society of that institution moved into the administration office when the President refused to accept its package of DEMANDS.

The *Specator* recognizes that the proposals of the Williams Afro-American Society are valid and their implementation vital at any responsible college. We cannot condone the non-negotiable nature of the DEMANDS. We are not naive in assuming that discussion is central to the solution of any social problem. We do applaud the Society for what Hamilton's President Chandler called its "restraint and good sense." It waited for the administration to come around, and it didn't get excited to destruction in the interval.

We congratulate the Williams administration for its completely reasonable reaction. We learned from Harvard yesterday that President Nixon's new Anti-Sit-In Law is very real and exceptionally enforcible. President Sawyer of Williams could have anticipated Nathan Pusey's action in Combridge and forced the Society out of the building. Instead of violence, Sawyer and his associates discussed the DEMANDS. Tuesday, the issue had been resolved.

We admire the Williams student body for its full support of the Afro-American Society. The prevalent attitude was to let the blacks take the iniative. White students realized they couldn't appreciate black, accepted their inadequacy, and suppored the Society with their numbers. The result was a solid student stand, and it has to be refreshing to the Hamilton outsiders.

We can only hope when Hamilton's time comes, all sides will exhibit the same togetherness, the same common sense.

Advisor Appointments

In an editorial before vacation, the *Spectator* offered a few suggestions to the advisors in their selection of successors.

We hoped that scholarship students would receive special attention. An advisor receives over $800 a year and this money is wasted on a student who doesn't need it. It is encouraging that, whether by chance or by plan, some of those appointed are on scholarship.

It is also satisfying to note that there is diversity in next year's Dunham staff, diversity that not only surprised many on campus but also shocked a few sudents. The *Spectator* hopes it was not diversity for diversity's sake and that the choices were in the best interest of next year's freshman class.

Yet, we are still not pleased with the selection process. Forty candidates were cut after the first two nights. Each candidate was judged on the basis of a fifteen-minute interview, an application form, and any chance acquaintance he might have had with one of the advisors. It was a rush job. We believe that some mistakes were made, simply because of the time factor. Some men were rejected who should have survived at least until the second round of interviews. The advisors couldn't have had a chance to know all candidates and to understand all of their views; both are necessary for a completely objective selection.

The *Spectator* suggests that the first chore of next year's advisors is to sit down with the current staff and decide on a more equitable process of selection.

Certainly the choice of advisors should reflect the importance of their job.

Senate Elections

In the past Hamilton students and faculty have regarded the Student Senate with a curious mixture of amusement, frustration, and skepticism. In the past the Senate has all too often been a frivolous body, bogged down by paperwork and technical details.

In seven short months, however, Senate President Bob Ross has brought to the organization a new respectability and seriousness of purpose. After discarding traditional parliamentary procedure and broadening the organization's student base, Ross has hit hard at some very major questions, questions which directly affect and concern the student. In scrutinizing the social and academic problems on the Hill, and in helping to rectify them meaningfully, Ross has proved that the Senate can be a powerful and capable body. It is a body that can take *direct* action on many issues, an organization that has considerable influence even on the Administrative and Trustee level.

This is new and unique — at least within our own short Hamilton experience — and it is this new-found respectability, power and influence that make Tuesday's Senate election one of the most important in years. We urge the students to carefully consider each candidate and his platform. You have heard their speeches — now read their platforms. If your concern is for fraternities, read what each sees in Hamilton's social future. If your concern is scholastic, concentrate on their academic proposals. Then ask who can best seek out and resolve the subtle problems that mar the Hamilton experience.

Fall in Washington

Bundles of roses, packages of carnations, handfuls of four leaf clovers, and the appreciation of the student body go out this week to the Government Department for brightening the Springtime of Hamilton's academic community.

The Department's study program in Washington could be the first of a number of Hamilton off-campus campuses.

The *Spectator* hopes that other departments will follow the lead. Not every study area offers so convenient a laboratory as government has in Washington. The college can't finance a semester in the Lake District of Great Britain to study 19th century poetry. Yet, it can actively sponsor exchange programs with English universities.

The method is simple: switch the residence of students from one institution to the other for a semester. Each participant pays his bill at his home university — nobody loses any money. The college takes care of room and board by filling the vacancies with the visitors.

Asian study majors could go to the East, the language year abroad program could be expanded. Even if we ignore these completely relevant pedagogical advantages, the program cannot be slighted even if it affords no more than a change of environment. Four steady years at any one place can be pretty dull for any young man.

The government department has shown the way. It is now up to each of the other departments, to faculty committees on academic policy, and to the administration to follow.

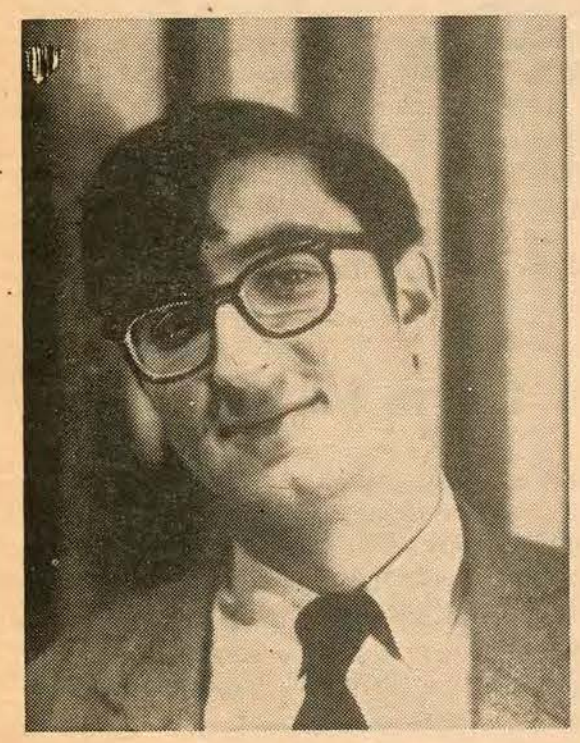
Saga Surplus

The thirty-five hundred dollar SAGA surplus might have been directed in many beneficial ways. A credit at the bookstore was one alternative suggested by the Food Committee. A one year scholarship program for needy incoming students was proposed by the *Spectator*. The final choice? A six dollar credit at the Alexander Hamilton Inn for all Commoners. A more disappointing selection could hardly have been made.

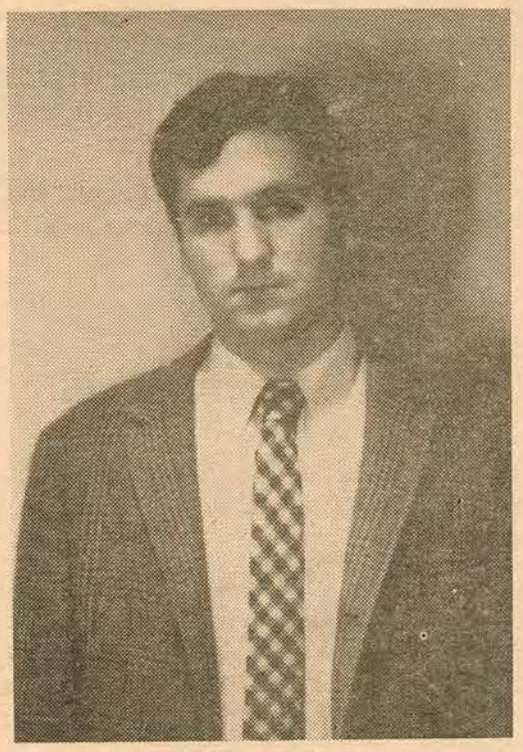
It is rare than a group of students have the opportunity to devote a significant amount of money directly to the college for the benefit of a student or students. It is seldom that students have the opportunity to direct their own money wherever they see best on the Hill. The boarders at Commons ignored that opportunity. They chose instead to direct the money off the Hill, away from the college and away from student use.

Rather than use the block sum of money, they chose to divide it in over five hundred ways — all for a steak dinner. We certainly do not begrudge anyone in Commons a good meal. An off-campus meal, however, can be reasonably purchased anytime. The opportunity to funnel a respectable sum of money where it is best needed on campus is rare. We regret the Commons decision.

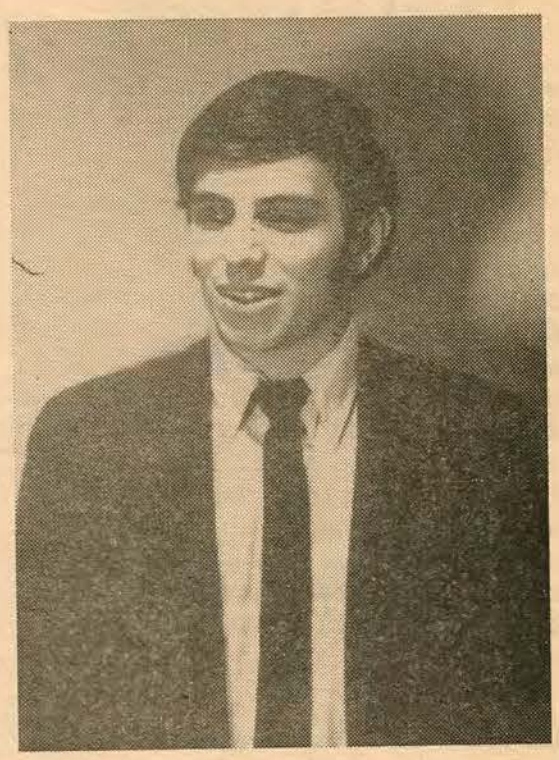
Student Senate President Platforms



Bruce Weiss



Rick Einhorn



Steve Joffee

Weiss

With all deference to leadership in the past, Hamilton student government has had an unfortunate tendency towards invisibility. The Student Senate has not yet defined what it can do, and definition of this sort comes through action. One should not make idle promises, but I would like to, at least, suggest the need for the overhaul of outdated institutions and systems.

The Honor Court, for example, would be far more in accord with its ideal of gentlemanly conduct, if it served as a grand jury to decide whether evidence is sufficient for a trial. Randomly selected students would judge the case. In a small college such as ours, this would eliminate the backbiting and closed-door procedures of the past. Such a system could effectively replace the much maligned Judiciary Board.

We must also seek to introduce due process into our social system. The elimination of fraternities is no panacea for the ails of our residential system. Fraternity living must be considered in the total perspective of student life. This is simply clear thinking. And it is only just that we consider the interests and wishes of the majority of the student body.

At present the Student Senate is not a truly representative body. It too must reflect majority sentiment, and must therefore be based on the principle of one man, one vote. We have waited far too long for the representation of people rather than of groups. Large groups should obviously have a greater voice than small groups. And if the Senate cannot be reworked on this principle then we must have referenda on vital issues.

A new atmosphere of freedom has arisen on this campus. We should continue to press for further academic and social reforms. It is time for students to exercise a voice in decisions formerly reserved for trustees, faculty, and administration. We should participate in making the decisions of everyday concern: on curriculum, disciplinary policy, and social matters. Although others have a panorama of many years, we know the details. We are the ones who can best say whether academic and social policies are working. Students should begin to serve and work with faculty and trustee committees for these matters, if not with committees for physical plant and appointments. Participation of this sort will lead not to chaos, but to a more binding relationship of common interest between students, faculty, administration, and trustees. It will take some time, but it is time to begin.

Einhorn

There is strength residing in the Student Senate. But the possession of power is only a means; the end is realized only through its constructive and meaningful use. The Senate demonstrated its ability to initiate change when it revised the social rules. It proved its effectiveness in influencing other groups to initiate change when the Academic Council revamped the entire academic structure.

The Senate *could* and should use its power to resolve many campus problems of a secondary importance. But the Senate *must* solve the important problem which now exists in the present social atmosphere.

The Student Senate should make certain that a freshman enters the fraternity system because it is a healthy and energetic system, and not because it is *the system.*

I believe that fraternities are presently, and should remain basically, social organizations. But fraternities should *not* reinforce the undesirable total separation of the intellectual opportunities from the social activities, a situation which presently exists at Hamilton. As these two are *not* divorced in life off the Hill, they should not be divorced on the Hill.

The Senate should sponsor on-campus programs for the area children. The program should be planned to afford the fraternities the opportunity to volunteer their services. There is no reason for a house not to offer the children entertainment, especially the underprivileged children now assisted by the student community service organizations.

Through the Fraternity Presidents' Council, the Senate should urge fraternities to sponsor events other than parties, events such as lectures on community problems, activities for underprivileged children, or possibly clean-up and painting projects in slum areas. Activities such as these can only strengthen an individual fraternity and the entire fraternity system.

A total revitalization of the present system must include an examination of the rushing procedures. This year, the Student Rushing Committee opened the houses for a period of time during the first semester. I felt that this made the process of selection considerably more natural, both for the freshmen and the houses. This movement should be continued, and the Rushing Committee should strive to diminish the importance of the *one* "rushing weekend," or possibly abolish it. The committee could serve the interests of the fraternity system by introducing a method in which the "hard sell" and the "pressure tactics" have no place.

The faculty suggests fraternities are dying. Yet fraternities are not dead, they are merely stagnant. The fraternity system at Hamilton is too self-centered. It has done a lethal amount of inbreeding. To keep the system alive we *must* urge each house to be more cognizant of the world outside of its walls. The total segregation of "work and play" must end. The Student Senate must lead this revitalization, or else the system will die for sure.

The Student Senate *must* make the fraternity system a viable one. If this is not accomplished by the Senate, the fraternity system will continue to die.

Election Tuesday For Choice of Senate President

Tuesday is Election day. Three candidates have entered the final round of the election of next year's student president. The three are Stephen A. Joffe, Fredric Einhorn '70, and Bruce S. Weiss '70.

The candidates are the first to campaign under extensive revisions in the election procedure outlined by this year's Senate.

Each of the three delivered a speech before the student body and presented their platform. In the past, no opportunity for such a presentation was offered. The Senate, led by President Bob Ross' efforts, included this new feature in the chance of acquainting the electorate with the nominees.

"Too often in the past, the race has been a popularity contest," commented Ross. "By pushing each candidate into an appearance, we can be more certain that the final choice is a legitimate one."

The candidates were also required to present their campaign statement in the pages of the *Spectator,* presented on this page.

Joffee is a History major who comes from Rochester, N.Y. He is an independent and has distinguished himself on campus as the co-ordinator of the annual Hamilton College Intercollegiate Folk Festival.

Einhorn is a member of ELS and resides in Newburg, New York. For three years, he has been a reserve member of the football team filling in from time to time for Coach Don Jones at quarterback.

Weiss comes from Brooklyn. He is a philosophy major and is an independent. He has served on at least one intercollegiate committee and, as he himself admits, has brightened this campus as sort of a "philosopher king."

The ballots will be distributed in the mail center on Tuesday. The actual voting will begin at 10:30 that morning and will continue until late afternoon.

Joffee

TO THE HAMILTON COMMUNITY:

There have been many promises in past elections, few have been fulfilled. Has this been due to the unrealistic nature of the promises or to the nature of the leadership and the lack of enthusiasm of the Senate?

I question what caliber of student government we will have next year: Will it be another year of minor changes without any attack on or solution to the fundamental areas or problems?

The Student Senate has potential power, its power should not be measured or confined by what some think the Senate is allowed to do, or what the Handbook says its duties and powers are. The Student Senate's power is derived from its very nature: it represents the student body of Hamilton College.

The senate should work to clean its own house, (the student organizations) and then work towards developing a community relationship. Hamilton should be first and foremost a learning-centered institution, and as part of this obviously a student-centered institution (student in the individual sense). At present, Hamilton College is made up of four groups: the student body, the faculty, the administration, and the trustees as they represent the alumni. Each has its own sphere of influence, authority and power, some little, some great. This distribution of power is undesirable. Kirkland College has shown us that a community relationship is possible. Let's work towards establishing a Hamilton community based on the conception of a community in which all members are equally represented in authority, power, and influence.

Hamilton is no longer a solitary men's school. Whether we like this or not is of no consequence. There are aspects of Hamilton that will forever be Hamilton alone. We do not have coeducation, on the other hand, coordination implies some channels, some linkage, some sort of joint community.

(Continued on page 10)

LUCIFER

Revolution at one of those small, New England, liberal arts men's colleges to which Hamilton likens itself?

You must be kidding.

But, it happened, last weekend, at Williams, in a style remarkably un - Hamilton and even atypical of Williams.

The Afro-American Society of Williams College moved into that institution's Administration Building at 4:00 last Saturday morning. The 38-member union remained locked inside until early Tuesday morning.

But, why Williams? *See page 6*

Special All's Quiet on the Upstate Front Issue

To attend Hamilton or Kirkland, each of us has to produce between $3500 and $4000 a year. The advent of Kirkland has brought a number of curricular changes, but are they enough? Are we being taught the type of things we really want to know? Oberlin students didn't think they were getting what they wanted, and they chose to do something about it. Stressing clarity and concern in "their committment to human values," they have organized an Experimental College to see just how they might be able to improve the situation. *See page 8*

Afro-Americans Granted Demands —

Williams' Blacks Erupt

Yes, why Williams?

The Society has issued a statement to the school's administration before vacation. Fifteen non-negotiable "DEMANDS" were outlined in the document.

The DEMANDS were presented in three sections:

I. AFRO - AMERICAN STUDIES: Guaranteed admittance of black students into an expanded Afro-American Studies Program, and the appointment of a co-ordinator of this program who would also serve on an advisory board with black students; the permanent establishment of ties between Williams and "institutions relevant to black area studies (i.e. urban universities and community organizations)"; similar connections between Williams and other institutions which would lead to a rotating instructorship to bring on campus "those who do not necessarily have formal academic credentials (i.e. PhD.) but considerable expertise;" the grant of independent financial holdings to the society for the sponsorship of extra-curricular, extra-college events.

II. ADMINISTRATION: Relaxation of car rules for scholarship students; funds for conferences on-and off-campus and for the Black Students' group social activities; the establishment of an "Afro-American Cultural Center" (to be opened in September 1969) which would include a library, living room, and residential facilities for any black student who wished to reside there.

III. ADMISSIONS: The appointment of a black admissions officer: the participation of the Society in the admission of blacks: the admission of at least 3 African students on scholarship per year, "with special attention towards students from Southern Sudan."

The administration had until April 4, a few days after the reopening of classes, to approve the DEMANDS as a package deal.

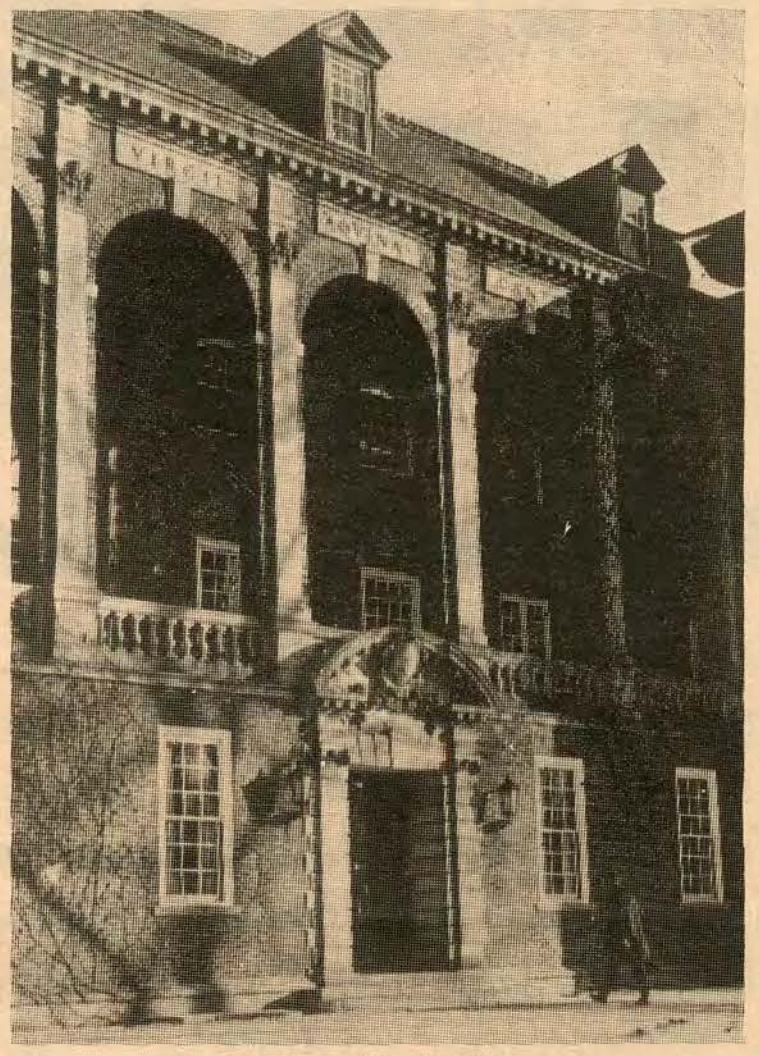
President John Sawyer said that there was not enough time. The deadline date approached and he wrote a letter to the Society. In essence, he said that faculty and trustee meetings were still to be convened, that there was not enough money, that red tape was blocking efficiency, that racially segregated housing would possibly violate not only the discrimination clause of Title VI of the 1964 Civil Rights Act, but also "the fundamental principles of educational philosophy to which the College and most educators are committed."

Sawyer offered to accept 13 of the DEMANDS wholly. The guaranteed scholarships for African students and the residential plan were rejected, the former because the college itself wanted to direct its funds itself, the latter because of the law.

The Afro-American Society had threatened to take "appropriate and necessary measure toward obtaining specific objectives" if all DEMANDS were not fully accepted.

The Society was not satisfied. It had said all or nothing. "Because we have found Williams to be a racist institution which has refused to meet our needs either quantitatively or qualitatively, we feel that it is no longer most appropriate to seek a passive or educative solution to our problem."

On Friday night, the members of the Society met to decide what was "appropriate." They talked into the morning and at 4 AM moved into the Administration Building.



Site of Williams Afro-American seige.

Whites on campus awoke that morning to hard rock blaring from the office of the President.

The movement was not completely unexpected. The Williams student body seemed considerable more together than Hamilton's has been at any time since last year's hockey successes.

There was sympathy from sources which would be distinguished only by their backlash at Hamilton. A white student rally at 1 P M brought about 500 men out into the rain and 40 degree weather. The blacks needed support in their stand against the administration, and the whites offered it.

Yet, as certain as the Afri-American Society was of the direction of its action, the white students were confused. People tried alking, but it was soon clear that the best action was to stand in the drizzle outside of the occupied building and to let their numbers show the President and his associates that they supported the sit-in. It was not a show of apathy—it was an admittance of confusion, and the majority wanted to work out their own response before they started in dialogue.

The administration received the brunt of the blame from most of the white students. It was not a fair assumption. Not only had Sawyer announced that 13 of the 15 DEMANDS had been accepted, but he also added that the case of the two rejections had not been closed yet.

Therefore, the College Provost Lewis felt compelled to bring the students out of the rain and explain his position. He talked for an hour and a half, interrupted only once by an excited freshman who felt obliged to assert his radicalism. In a display of unanimity, every one in the auditorium told him to shut up. Nobody wanted to jump, and it was still a time for thought.

When Lewis finished speaking, he opened the floor. There was still solid support for the Society, but most men felt that white directions for action should be discouraged, that the blacks would lead and they would do best to simply follow.

One of the Deans stood up from his chair after a student had asked for the suspension of classes on Monday and Tuesday so people could talk more, a request which received a full round of applause from the gathering. It wasn't a bad idea, the Dean began, "but I get pissed off. You guys are willing to give up your test on Tuesday morning to show you care. That's nothing. You should suffer. There's one thing these people need—plain and simple M-O-N-E-Y, money.

"You decide what you have that you are willing to give up, something each and everyone of you is willing to sacrifice. You total up the cost, take that figure, and double it. I'm willing to put my money where my mouth is."

The immediate response was a standing ovation.

The meeting dispersed on this note and people went back outside to stand in the rain. They stood there another two days. Sunday was sunny and pleasant, and at times, the crowd was larger than it had been the day before. No one was losing interest.

Late Monday night, both the administration and the Afro-American Society issued statements claiming that the DeMANDS had been met. A joint statement followed with the same announcement. Only details of implementation remained to be resolved.

The Society returned the building to its former occupants in the same condition they found it. It had been a peaceful sit-in, and there had been no destructon.

But, things did not go back to normal.

Williams wasn't the same. Classes were called off on Monday and Tuesday, and on these two days, faculty members and students sat together to talk Williams. They didn't limit their discussion to the black students. Everyone was trying to reach a reasonable understanding of his educational experience; people were honestly trying to put themselves together.

For Williams, it was only a start, but people, people all over the campus, were willing to go ahead.

The Afro-American Society had pushed everybody along. As the leaders, its members were not about to fall apart once their DEMANDS had been met. As one spokesman for the Society expressed, "The administrators are probably sitting back and saying 'phew.' But, I tell you, we're going to make sure these DEMANDS get working now. If they don't we're going to be right back on their asses."

Hamilton's Chandler Speaks Out On Williams Situation

BY GEOFF PRECOURT

Hamilton President John W. Chandler recognized this week that he had to offer a response for the Hamilton administration to the sit-in at Williams. Hamilton likes to compare itself with Williams. If it wants to continue doing so, it must keep pace with the progress in Williamstown.

Chandler pointed out initially that there are "parallels between the institutions, even though any university situation involves specific personalities."

Williams' personalities are indeed different. It has a dormitory social structure, a system which results in a more complete community understanding. At Hamilton, a man can go back to his house and laugh among friends about a sit-in. Williams does not offer this comfort. "Williams," Chandler pointed out, "cannot get blocks of sentiment simply because of its residential situation. . . This marks Williams for the facility of a unity of response."

Chandler was impressed by the ""restraint and good sense" of every part of the Williams community. There was little violent opposition among the students, the faculty was co-operative, and communication lines between the administration and the Afro-American Society were never destroyed.

The Hamilton administration, Chandler said, is responding to the "obvious needs" of the black students on this Hill. Yet, another difference between Williams and Hamilton is immediately evident. The Williams DEMANDS called for the expansion of the Afro-American program, and Hamilton has yet to even start one. Williams also has a growing library of black literature and the school provides a Fellowship Room as a social and cultural center for its Afro-American Society.

"We have not devised any specific plan," Chandler explained, "although we have had many good conversations. The question of exactly what to do is not possible to answer. There is again, the definite function of personalities. There is also a function of resources — Hamilton's endowment is one-third the size of Williams'. We simply do not have the financial resources to do what they are doing or have done.
and hope for reward.

Chandler was quizzed on each of the Williams DEMANDS. How would Hamilton react if it were presented with the same list?

The Hamilton President considered each of the three areas examined by the Williams blacks: Afro-American Studies, Administration, and Admissions.

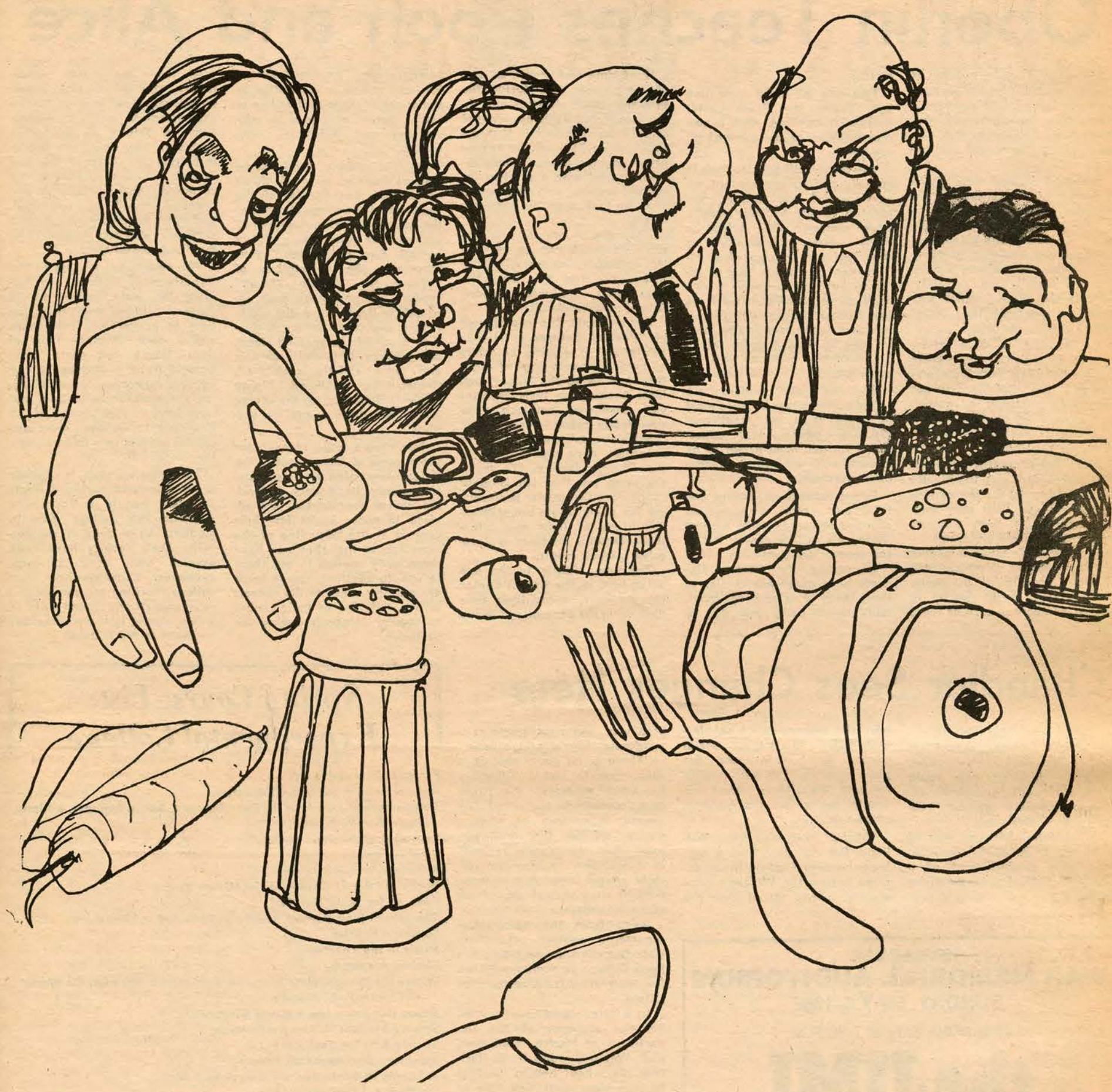
"We have already raised the question of black studies. The Faculty Committee on Academic Policy has discussed them. It's just finishing an inventory of black content in the curriculum. It has conducted a thorough survey of departments and courses to see how much attention has been paid to this issue.

"There is the definite possibility of an academic program. although not on the Harvard-Yale scale. Chandler suggested some sort of modest variant of existing majors, similar to the new Asian Studies Interdepartmental Program. E m p h a s i s would be placed on psychology, history, and literature.

Another suggestion the President offered was weighing a major within a department, with emphasis on black studies. Presumably, this would have to involve extensive independent study in fields of black interest.
__Touching on another of Williams' Afro - American Studies DEMANDS, Chandler revealed that he and Kirkland President Babbitt had already engaged in conversations with black colleges, notably Moorhouse and Spellman, about a specific exchange of faculty.

The problem that goes along with hiring black professors on a permanent basis is that it often amounts to little more than raiding a school of its best men.

(Continued on page 8)



Teach contentment
Those for whom the taxes are destined
Demand sacrifice
Those who eat their fill speak to the hungry
Of wonderful times to come.
Those who lead the country into the abyss
Call ruling too difficult
For ordinary men.

—Bertolt Brecht
Drawing by John Suplee

Is Hamilton/Kirkland Ready? —

Oberlin Teaches Pooh and Alice

Three years ago, a number of Oberlin students began presenting their faculty with a coherent proposal for an autonomous student - run "Experimental College" within the college community.

Skeptical faculty were quick to frown on the proposal. Did students really know enough to be teaching courses on their own? Couldn't interested students always organize independent studies on subjects that interested them? And certainly, even if the Experimental College was approved, they didn't expect credit, did they?

The answers to all of those questions were yes. Beyond them the students felt that there was one field that Oberlin was not effectively pursuing — experimental teaching methods, which the students were all too willing to try on each other.

After some months of meetings and conferences, the faculty granted approval for the Experimental College. And they even saw eye to eye with students over the question of credit — they allowed the student leaders of the project to select any five of their courses to be designated as full credit for up to twelve members in each of those classes.

This was all three semesters ago. Today, the Experimental College is thriving, with a surplus enrollment in many of its courses.

The organizational structure is entirely run by the student supervisors of the College, appointed by the Student Senate. Each semester they select as many course coordinators as they feel are capable of handling their particular field of interest. But beyond simple knowledge of the subject, they have one further prerequisite for acceptance — the coordinator must be able to show how he thinks his teaching methods will be experimental.

The student teachers are called coordinators because most of them shun the traditional "lecture - paper - test" educational format. Most prefer to be known only as group leaders or moderators.

Every student at Oberlin can take one credit course (and as many non-credit as he wishes) during his college career. All of the courses are pass-fail.

Of course, the Oberlin students have workloads similar to those many of us have, the inevitable result being that due to lack of time and credit, several of the courses fold during the semester. Both students and faculty expected a certain amount of this, but the fact is that approximately 75% of the twenty or so courses offered every semester meet with a relative degree of success, and consequently make it through the semester intact.

The type of courses students chose to teach can be seen in the accompanying box. Of those listed, the first five were the ones that students decided should receive credit.

For example, the coordinator of "Radical Reform in Higher Education" is guiding his class of twelve to a concept of what they feel to be the "ideal" college. Backing up their theories with secondary research, they specifically intend to orient their conclusions toward a group of proposals they will submit to the Oberlin faculty. It's much the same job that our Student Curriculum Committee performs, yet for going into a more intensive study of their own situations, Oberlin students will receive college credit.

T-groups, similar to the one being held in the Bristol Center this weekend, spend their time discussing the dynamics of group relationships. The "Institutional Racism" course is committed to the study of ethno-centricity and redistribution of power in educational and industrial complexes.

On the other hand, some courses cater to personal whims or hobbies. The Catalog of the Experimental College states that the course in "Film Technique" will explore "all aspects of low budget film production." Furthermore, the description of "Where the Woozle Wasn't" reads: "A non-analytical approach to Pooh, Alice, the Little Prince, and other children's classics. Emphasis on reading aloud, being happy. Existential despair and camp strictly prohibited. Prerequisite: childhood." Eighty students signed up for the course and it was divided into ten sections.

One of the main reasons for the success of the project is the strict supervision and organization among its leaders. Individual course coordinators are advised to order books for their courses at the beginning of the semester, so that they will have them early enough to put them to use. In addition, course leaders are now asked to file reports on the activities of their classes at regular intervals during the semester.

At these times, the coordinators are asked two major questions: How is your course experimental, and if attendance is falling (a perennial problem), why does your course lack interest? Then at the end of each semester, all courses are reviewed; unsuccessful ones are dropped, credit is reassigned, and other courses are continued if there is still an interested and qualified coordinator.

The continuing success of the Experimental College has fulfilled the main desires of its leaders — it has given them the time to prove that their ideas would work. Another fruit of their labors has come from Oberlin itself — its faculty and administration have been following the experiment closely, and have incorporated several of the Experimental College's more successful courses into its own regular curriculum.

The question, then, is whether or not Hamilton/Kirkland wants or could handle a Coordinate Experimental College. Oberlin students have done it successfully; their faculty have been pleased with their students' successes. Experimenting with college teaching techniques is a rare opportunity found only in a few places, but why shouldn't we want to try it here?

Chandler Sees Changes Here

(Continued from Page 6)

The black colleges cannot afford to lose such an individual. Chandler declared, "we could serve our needs through an exchange program without robbing the other schools."

In the Administration area of Williams' DEMANDS, Chandler found the establishment of a black residential area a "sticky problem." He was willing to support the relaxation of scholarship rules, to sponsor social events and conferences for black students. The only trouble he saw with these latter requests, again, was the question of money.

"Sticky" was also how Williams Provost described a separate housing facility. In an address before the Williams community, Lewis stated that the plan was "not appropriate to a residential liberal arts college."

"There is no doubt that it is reasonable to create a facility for black students," the President continued. He noted the special importance of such a center during the freshman year when the black's problem of adjustment to Hamilton society almost invariably is more difficult than that of any of his white classmates.

Aside from the pedagogical arguments against separation, Chandler cited the problems Antioch College is having with the law over its Afro-American Institute.

In a letter dated February 28, Solomon Arbeiter of the Department of Health, Education, and Welfare, advised Antioch that the school had to "submit to us a plan which will lead to the desegregation of course offerings and housing accomodations for the summer of 1969 and continuing thereafter."

The discontinuance of all federal assistance to Antioch was threatened if the college did not amend the "exclusive nature" of its black studies program.

In satisfying the DEMANDS of the Afro-American Society, Williams has assumedly taken the same stand, joke or no joke. The college stands to lose $400,000 in federal aid if found guilty and given the maximum penalty.

Chandler also discussed briefly the third area of Williams' DEMANDS — admissions. He pointed out that although Hamilton does not yet have a black man in the admissions department, black students have been encouraged to offer their advice. Hamilton has had a number of African students in the past, but Chandler suggested that the it could best use its resources to better the condition of the American black scholarship students before it redirected its emphasis to foreign students. "The problem with any scholarship program is that money is not for the asking."

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Spring Course List: Experimental College

Personal Expressive Art
Radical Reform in Higher Education
Contemporary American Fiction (Pynchon, Barth, Salinger, Bellow, Malamud, Roth, etc.)
Institutional Analysis of Oberlin
Film Technique
American Indian Culture
Politics of Social Change in the Middle East
Cooking for Social Survival
The Search for a Perfect Society as Reflected in Literature
Southern Politics
Music in the Theater
Sholom Alecheim
Where the Woozle Wasn't, or: An Exploration Through the World of Children's Literature
Group Dynamics and T-Group Discussions
Science Fiction: A literary Analysis
Textile Arts for Beginners
American Contemporary Poetry
A Survey of Contemporary American Poets
Institutional Racism
Whitehead Seminar

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I am opposed to the Viet Nam War (and any such war that is not based upon defense of our country). Please send me application to the Ministry of your church, as well as information as to its beliefs and membership throughout the world.

It is my understanding that if I am accepted to the ministry of your church, I can not conscientionsly participate in any military involvement not directly concerned with the defense of our country or its possessions. I further understand that training will not interfere with my normal work or academic schedule — and I can choose my own location to God and humanity.

Enclosed is $1.00 to cover clerical expenses and cost of mailing.

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Mail entire ad to: Church of the Humanitarian God; P. O. Box 13236; St. Petersburg, Florida 33733.

Hill Colleges Join in Exchange With Lincoln, Colgate, and Others

BY ELLEN JOHNSON

Five Central New York colleges and the oldest predominantely black university in America have completed plans for a multilateral exchange program next January.

Present plans call for Colgate University, Hamilton College, Kirkland College, Lincoln University, Skidmore College and Wells College to participate in the multilateral arrangement during the January Special Studies Period in 1970.

Colgate, a pioneer in independent study and the "4-1-4" curriculum, will serve as coordinator of the project and act as a "clearing house" for information.

Speaking for Hamilton, Dean Winton Tolles emphasized, "For the coming year our participation will be limited. This will be our first experience in the January Special Studies Program and our stated policy for this first year is that off campus projects for our students are few in number."

At Kirkland, Dean Inez G. Nelbach said, "We shall have to confine our first year participaton to prioviding dormitory space for a half dozen women students who may wish to come here for courses available at Hamilton. In January, 1971, we expect to increase our level of participation."

Colgate, Lincoln, Skidmore ad Wells will participate fully, according to spokesmen for the respective institutions.

Details of the exchange agreed to by the participating schools include:

1) The exchange will be on one-for-one basis within the total pool of students. Each college will accept from the pool the same number of students it provides.

2) Each instiution will accept any student from any of the participating colleges. Each student and his program must be approved by the home institution.

3) There will be a straight across the board exchange with regard to tuition, board and room. Each institution is responsible for billing its own students in cases where additional major changes are necessary.

4) There will be an exchange of January Plan catalogues between all participants by the beginning of the 1969-70 academic. The closing registration date for the exchange will be early October, 1969. A pooling meeting to make decisions as to exchange participants will be later in the month.

5) Students registering for the exchange will be permitted to select three projects on any of the participating campuses. A final decision on projects will be made at the second October meeting.

A meeting has been set for late February or early March, 1970, to make necessary adjustments and discuss possibilities for January, 1971.

Letters to the Editor

To the Editor:

The critical opinions of the Black Sub-freshman Weekend expressed by Kevin Millham and Doug Patey in the March 14th issue of the *Spectator* reflect misunderstanding of the goals and spirit of that event.

Mr. Millham and Mr. Patey write that "Unless the reception of a black student at Hamilton is so much different from that of a white student, then why is it necessary to have a special weekend for black students?" Such a remark ignores the rather obvious point that many black students will be coming to Hamilton, an almost entirely white community, after having spent most of their lives in a largely black one. Regardless of the nature of their Hamilton welcome, such students may face difficulties and have questions different from those of other applicants. Black Hamilton students surely have a perspective on the special problems and interests of such visitors that is worth communicating.

Millham and Patey assume that because the Black Union feels it has a different viewpoint to communicate, it thereby is committed to holding that its viewpoint is the only one worth hearing. Such an inference would indeed be fallacious, but it is Millham and Patey who make it, not the Black Union. As was well reported, black sub-freshmen met with faculty members, of whom I was one, and were interviewed by the Admissions staff. Accordingly, the allegations that the college has chosen to "portray itself separately to black students," and that the Black Union wanted such a portrayal, seem blatantly false.

Robert Simon
Philosophy Department

To the Editors:

The need for student communication at Kirkland is great. For months members of the community have actively sought intra-collegiate communication. Coordination on the *Spectator* has partially provided this means of communication and comment. For many, however, the *Spectator* has lacked the editorial and technical freedom desired. The result is an autonomous Kirkland newspaper — *Commentary*.

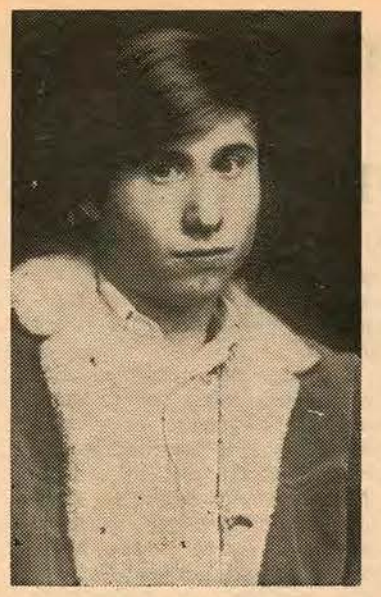
Commentary is not a newspaper in the normal sense of the word. Its purpose is not to publicize or report school events. It is not a "bulletin board." It aims instead at "providing a medium for expression for views in the Kirkland Community" and "to spark discussion on matters within and outside our community."

Editors Betsy Mackta, Debbie Moskowitz, and Barbara Stein believe that "the success of a community lies in the extent of communication among its members" and "that a sharing of ideas is essential to a student's education and growth."

The first issue of *Commentary* is marred by a lack of technical ability and by a pervasive biting sarcasm. Hopefully, both these factors will disappear with time and experience. Susan Bell's and Ann Gourlay's articles were, however, excellent. Bell's complaint about the flagrant violation of dorm regulations was valid and her suggestions constructive. Gourlay's remedy for isolation proved that any place is as isolated as the individuals within the community make it.

We welcome *Commentary* to the Hill.

Donna Orenstein, '72
Elspeth Savage, '72
Kirkland Editors



John Suplee

McCuen, Suplee Awarded Watson Fellowship Grants

The two Hamilton seniors to receive $6,000 grants for study and travel abroad were named this week by the sponsoring Thomas J. Watson Foundation.

Watson Fellowships were awarded to Brooks McCuen and John Suplee. The two were selected from a pool of 100 candidates nominated by 25 of the nation's leading liberal arts colleges of moderate size. Two Fellows were chosen from each participating college.

The award carries a $6,000 stipend to enable the student to pursue with considerable independence a post-graduate year abroad. It is not intended that a formal course at a foreign university be involved.

The Watson Foundation has been, in its own words, "intentionally less than definitive" in its criterion for selecting candidates. "The academic record, while not irrelevant, is not a principal criterion — nor is an extensive array of extra-curricular activities."

The individual's future promise and leadership ability is heavily considered. Furthermore, the program is "willing to entertain candidates who have impressed persons at their institutions in less conventional ways," and 20% of the program is to include members of minority groups.

Inauguration . . .

(Continued from page 1)

college presidents, friends of Kirkland and people involved in or representative of the educational field.

The official events will begin with a traditional Inauguration ceremony, organized by College Marshall Carl Schenider. A procession of Trustees, members of the college Academic Advisory Council, guests, faculty and students will arrive at the gym at 11.

A series of four official greetings will then be made by Hamilton President John W. Chandler, Yale's Dean Miller, the President of Claremont College, representing the first coordinate college, and a Kirkland student who has not yet been named.

This will be followed by the introduction of Trustee Chairman Walter Beinecke, Jr., who will say the official words and invest President Babbitt with the chain of office. President Babbitt will in turn give his inaugural speech, the subject of which will tie in with the international colloquim on education to take place that afternoon. The traditional ceremonies will be concluded at 1:15 with a special luncheon.

Speaking Out

BY CY HILL

This is the basic underlying philosophy that will govern my specific actions and proposals if you elect me Student Senate

When Hamilton closed early for Christmas, the food service was left with a problem. Students had paid $3500 for food that had not been prepared. Four proposals were made as to how the money should be returned: (1) $6 credit at the Alexander Hamilton Inn, (2) a permanent soda machine and, occasionally beer, (3) two special meals, and (4) $6 credit at the book store.

The students chose the first alternative.

But many are upset because the $6 will not be returned to them directly. Suddenly many questions are being raised about the $600 bill students are charged for board, and how Saga and the administration handle the money.

A junior, former member of the food committee, and 69-70 freshman advisor:

"When I heard that the plan for eating at the Hamilton Inn had been chosen, I was very upset. I wanted my $6 back in cash. I will not accept this decision. All of those four choices were bullshit. Every one of them was planned to bring benefit to the school rather than to the student. It would obviously be easier to write out checks for $6 each than to go through all of the bookkeeping with the Inn.

A junior who issued a questionnaire regarding the food service:

"255 of the 584 students who eat at Commons filled out my questionnaire. In answer to my first question, over 50% would not subscribe to SAGA if they did not have to. Only 11.7% were in favor of having as many meals served a week as there are at the present time.

"I'm charged $600 for eating 21 meals a week at Commons. But I don't eat there anywhere near that many times. Many of the Kirkland girls eat no more than 10 meals a week, and yet we are all charged $3.24 per day.

"People in SAGA and the administration are concerned. But no one is doing anything."

A junior member of the food committee:

"It has been rumored that SAGA has an A, B, C food plan for students, but this is not true. The same amount of money is spent on us here as is spent on the students at any other college that subscribes to SAGA.

"The food committee has been unable to make any large changes in the food policy. All that we've been able to do is suggest small things sound trivial. Now the lunch line is inside instead of outside. That was our idea. We also suggested that the eggs be cooked individually, that the breakfast hour be extended, and that shrimp be served occasionally on Fridays. All of these things are small, I know, but we're trying.

"We wanted to give back the student's money. But the Controller wouldn't accept that idea. He said that it would be an administrative headache. He was evasive and wouldn't answer questions. Because he was so unco-operative, we went over his head to the Vice President of the college."

The manager of Saga:

"The food committee has helped immensely. They are absolutely the most responsible and truly interested students in the food service that I've ever talked to. My opinion about the $3500 is that as long as the money is being returned, I don't care where it goes. I had nothing to do with the four suggestions that were presented to the student body."

"I'm upset with how your paper has been handling the food service. The last article that you people wrote on us didn't come near to what I had originally said. I told the reporter that 55% of the money we spend goes to food, not to labor, as I was misquoted. I also said that the students pay $600 to the school, not to us. Everyone knows that there is a difference between what the student pays the school and what the school pays us. If the exact amount is to be disclosed, it will have to be done by the administration. SAGA came to Hamilton in 1958 and, until Kirkland came, we were in the red. This year we are finally making a small profit."

The Controller:

"I cannot tell you how much of the $600 the college keeps. Quite frankly, it is none of your business. That's like asking me what my salary is. There is a contract between SAGA and Hamilton College on a per diem basis.

"I made the suggestion for the two special meals — a party and a picnic — because I wanted to keep the money on the hill. We could give the money back, but it would be an administrative headache.

"I was not opposed to the other three suggestions. It is the students' money, and if they want to spend it at the Inn, it is their right. After all, we should give them something for their money."

Student Curriculum Group Proposes New Exam Policy

The Student Curriculum Committee and the Faculty Committee on Academic Policy have begun an exchange of ideas concerning final examinations.

Before spring recess, the student committee requested a meeting with the faculty committee, which then asked the students to present specific recommendations which will be reviewed and brought before the faculty.

The SCC has submitted a letter to the faculty committee specifying their suggestions based on the curriculum surveys conducted in February.

The student committee feels, however, that an understanding must accompany the suggestions. Chairman of the Student Curriculum Committee Bruce Dobkin '69, said, "I do not feel that our committee is trespassing on the academic freedom of any professor when it suggests that the faculty open up discussion with the students about how students should be evaluated in their courses."

In its letter the SCC contends that though some faculty members make it difficult for students to review graded final examinations and written work, all professors should return or make available all exams and written work.

The student committee finds that final exams count anywhere from 25% to 75% of students' final grades and cover anything from three weeks' to a semester's work. The SCC urges that instructors outline the weight and form of exams well before the examination date.

In addition, the SCC feels that a three day reading period before exams is necessary for students to review and synthesize material. The SCC hopes that such a period will make the exam period a "learning experience as well as an evaluating process."

SCC Chairman Bruce Dobkin

The student committee also recommends "that two or three weeks into each semester, professors spend a class period with students to discuss the number of hourlies that might be given and the alternatives to these exams — optional take home tests, research or subjectivity tests, research or subjectively written papers, or in class essays for which students have prepared topics."

The SCC feels "that different methods of evaluation will teach students different ways of approaching subject matter and that such class periods would enable professors to develop better ways to evaluate students.

Tolles on Change

Tolles expressed optimism this week for the future winter study program. "We look forward to it with a great deal of excitement," he said. "It has great possibilities of helping to break the lockstep of presentation of academic material which certainly has merits but could use some modification. I am encouraged by other colleges that have tried and had success with this program. There are some 80 and the number is increasing.

Senate Race . . .

(Continued from page 4)

president.

Some specific proposals follow. I do not pretend that they are all my original thoughts, but I am in favor of them. I cannot promise that all of them will be implemented, but I do promise you that I, personally, will work towards their adoption if you, the student body, support me.

Student Organizations:

1. *Fraternities*

Fraternities should augment college life for those who want it; those students who want to participate have that right, and those who don't want to have the same right. Fraternities should not be blamed by the administration or faculty for attitudes and actions that students are responsible for. As part of a plan to better relations between the fraternities and the rest of the college community, I would suggest changing the basis for representation of the Student Senate and the Student Entertainment Committee. Students as individuals should be better represented.

2. *Honor Court and Judiciary Board*

Many faculty and students consider the Honor Court and the Judiciary Board ineffective or actually uneffective. Both organizations should be reviewed, if they are realistic they should be enforced, if not (as many contend) they should be revised or abolished.

3. *Curriculum*

A curriculum review board should be set up to formalize a channel or means for change to occur. The present committee has no means of bringing about change. Perhaps a joint faculty-student committee with definite channels of communication with the administration is necessary.

4. *SAGA Meal Plan*

An impartial review board made up of SAGA and Non-SAGA members should be set up to handle complaints and review the quality and service of the food. Some enforcement procedures which relate to contract renewal should be devised.

The Hamilton College Community:

1. Open discussions or meetings with President Chandler, perhaps one a month should be organized. Any and all students should be encouraged to come and question the President.

2. Similar meetings should be organized for Trustee and faculty committees concerned with issues directly affecting students.

3. Students and faculty should be included on Trustee Committees. A regularized method of choosing representatives should be established. The same is true for administration committees.

Social - Cultural Program

1. Concert-lecturers series should be designed to bring, on a regular basis, "nationally' known ("quality") speakers, musicians and performers to the the Hill. Perhaps a joint program with Kirkland College and Utica College should be investigated.

2. A book series should be organized, whereby a book would be chosen for each month. During that month student and faculty led seminars would be scheduled. Also during that month the author or critic would be invited to the Hill.

3. The Arts Festival which Bob Ross has been working on should be organized. The original idea was to have something similar to Colgate's Fortnight of Active Arts.

4. All speakers and visitors to the Hill should be taken to dinner, at the college's expense, by students chosen at random from the college community(similar plans exist at other colleges). Students would serve for a set period time, perhaps two weeks.

* * *

I have tried to give you a few of my thoughts, ideas, and suggestions. Any suggestions or questions are welcome.

I am not asking you to like me; I am asking you to "evaluate" my presentation and if you agree with some of the ideas, if you feel that I can and will help to bring about some of the needed change, then please give me your support next Tuesday. Thank you.

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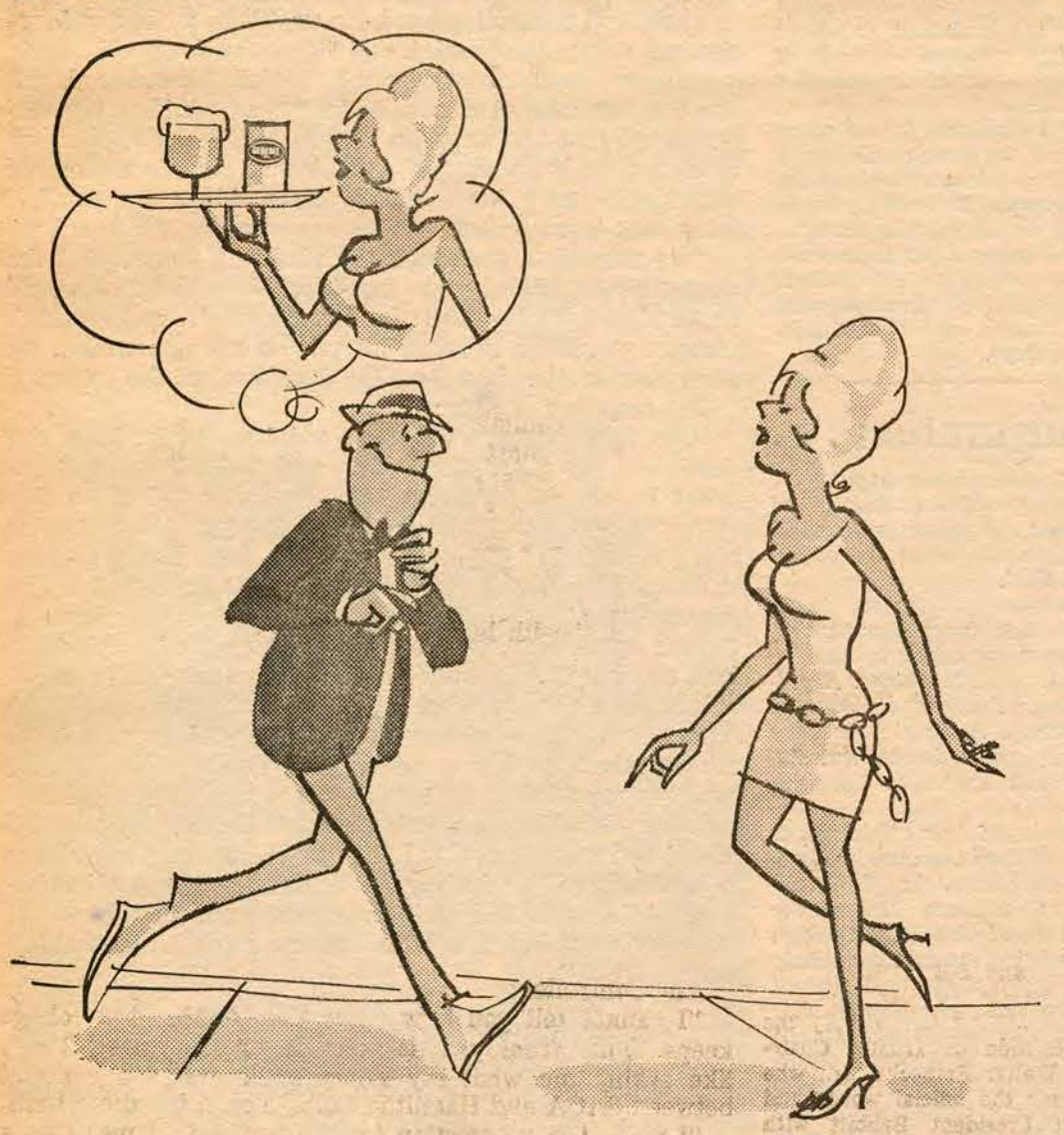

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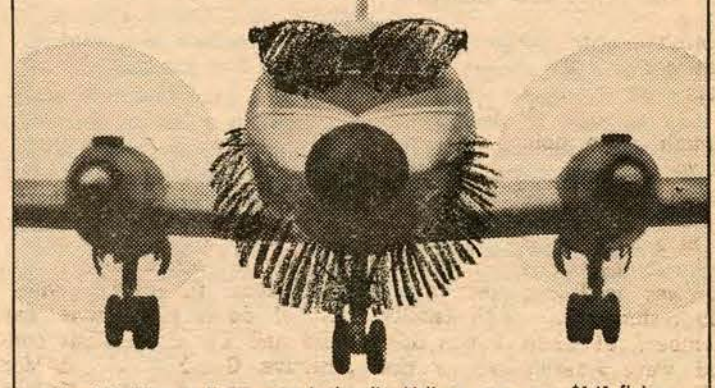

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This Week in Hamilton History

40 YEARS AGO

Hamilton will not have a hockey captain next year.

College scholastic average drops. Freshman average is 70.9.

Neutrals (independents) have lowest average. Half of the freshman class gets mid-semester warnings.

College newspaper ad reads "Yale men decide which is best cigarette . . . Old Gold."

School announces that graduate work attracts many Hamilton seniors.

20 YEARS AGO

Norman Thomas speaks on campus.

Editorial on "What's wrong with Hamilton Athletics."

Hamilton College Songbook and Hamilton College Record are made available.

Wednesday noon Chapel changed to mid-morning.

Charlatans present three one-act plays.

Choir appears in a concert in Syracuse.

10 YEARS AGO

Dunham Dormitory is officially opened to the college community. Tea and crumpets are served in the main lounge.

Senate upholds 100% Opportunity Program for rushing.

Dunham proctors announced.

5 YEARS AGO

Hamilton men sing at Sauquoit High School Hootenanny.

Committee choses Freshman advisors.

Seniors elect President.

Hamilton Press receives donation of forty cases of Garamond type.

LAST YEAR

Dean DePuy uses Hands Off Policy in the case of the conviction of four Hamilton students, arrested for disorderly conduct in Elmira.

Faculty changes drug rules and adopts a more flexible policy.

Blood Drive a gushing success.

Faculty Committee on student activities asks for student opinions regarding fraternities.

Clinton Kiwanis Pancake Day

APRIL 12

Clinton Central High — 7a.m. - 7 p.m.

Benefit: Youth Foundation

Junior Year in New York

Three undergraduate colleges offer students from all parts of the country an opportunity to broaden their educational experience by spending their

Junior Year in New York

New York University is an integral part of the exciting metropolitan community of New York City—the business, cultural, artistic, and financial center of the nation. The city's extraordinary resources greatly enrich both the academic program and the experience of living at New York University with the most cosmopolitan student body in the world.

This program is open to students recommended by the deans of the colleges to which they will return for their degrees. Courses may be taken in the

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Washington Program to Offer Jobs in Various Branches And Departments of the United States Government

(Continued from page 1)

ment Department, "The agency or office invites the student onto its staff to do regular staff work —research, surveys, writing of reports for political studies, preparation of documents, meeting the public, etc."

The cost for the program will exceed on-campus costs at Hamilton because students will be responsible for their own housing and cooking, but Hamilton and Regents scholarships will apply to these ordinary expenses.

The Washington Study Group may begin before September 15. It will carry a four-course credit and participating students will receive a semester grade in Government. The program, Richardson suggests, almost invariably leads to a concentration in Government.

"You can think of it in terms of almost any discipline you want," Richardson reflected. Among the internships which were available last year in the Colgate program were several in the Office of Economic Opportunity (including Headstart), Civil Rights and Legal Services, the Department of Housing and Urban Development, the office of the Special Assistant to the Commissioner of Education and the Anti-Trust Division of the Justice Department.

"We are anticipating internships with the international organizations," added Richardson, "including the World Bank and the Internal Divisions Association. And we should be able to co-ordinate with the municipality of Washington soon for those who want to deal with urban problems on the city level."

The program promises to grow rapidly with Hamilton co-ordinating a Fall Semester Study Group and Colgate continuing to co-ordinate the Spring Session. Richardson also predicts that Kirkland will have access to the program in the future.

"This is a very salable experience," commented the Chairman of the Government Department. "A student would have all sorts of lines open to him in terms of further education and jobs in Washington. The program will be tailored to what the student wants. It will allow him to think in terms of his long range interests."

"It also emphasizes Hamilton's important tradition in Public Service and the continuation and support of that tradition."

Industrialist Johnson Gives Challenge Gift to Kirkland

BY JANE BRANDON

President Samuel Babbitt recently announced that a challenge gift of $500,000 to Kirkland College has been made by area industrialist V. E. Johnson, President of Mohawk Data Science Corp. of Herkimer and trustee of Kirkland College.

In offering the gift to Kirkland, Mr. Johnson challenged the College's trustees, friends, and the community to raise an additional $1 million during the next year. All of the money would be used to finance construction of the next immediately needed academic building on the new campus.

"This generous gift puts Kirkland's building program right on target," President Babbitt said when announcing the gift. "More than that, Mr. Johnson, who has pledged his support by means of a challenge gift, has given the rest of the Kirkland Community, and all those interested in the liberal arts college, a chance to participate directly in Kirkland's growth."

Kirkland's completed campus will be valued at approximately $16 million. Five dormitories, a dining hall, and the first academic building will be ready this summer. Dorm construction will continue until housing for an enrollment of 600 is completed by 1972.

Last month, a contract was awarded for an arts and music building. When the academic buildings are completed, the College also plans to construct a major auditorium/theater.

Mr. Johnson termed Kirkland College as an "invaluable asset to the Mohawk Valley." He used the idea of a challenge gift as a means of dramatizing the needs of the new college, at the same time offering the College's many friends an opportunity to make substantial contributions to its growth. Mr. Johnson previously gave $100,000 to Kirkland to be used for scholarship funds.

Pass-Fail . . .

(Continued from page 1)

encourage students to try new kinds of courses. The faculty committee believes that students might be more willing to experiment if they feel that the faculty will regard their work in the same way as it would under the usual grading system."

Students will be expected to work just as hard in their Pass-Fail courses as they work in courses for which a grade is compiled into a cumulative average. The two-year experiment will be evaluated, in part, by comparing the actual grade students received under the option with the class average for a course. The Recorder's Office will maintain a record of these grades.

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World Educators To Be at Kirkland

(Continued from page 2)

settings.

It will provide insight into many different educational approaches, including the French approach of giving the students more to say and the English use of an experimental curriculum. A view of the Rumanian outlook will be provided which can be predicted as an attempt to accomodate the difference in generations. The United States will get a chance to express its sense of student unrest. Vietnam will explain its trend toward a more national education.

Specifically those involved include Dr. Ana Cartianu, Dean of the Faculty of Letters at the University of Bucharest, Rumania. Dr. C. W. Bevan, Principal of the University College of the University of South Wales, Dean Harzic, Deputy Cultural Counselor of the French Embassy, Dr. Nguyen dinh Hoa, Cultural affairs officer of the Vietnamese Embassy and former Dean of Faculty of Letters at the University of Saigon, Dr. Pauline Tompkins, President of Cedar Crest College, Allentown, Penn., former President of American Association of University Women and former Representative of the President's Advisory Commission of Higher Education set up by late President Kennedy, and possibly an Ambassador from Brazil.

When over, the colloquium, which will be taped in preparation for publication, will be followed by a reception. In addition, plans are underway to organize a gathering to create an incentive for continuing the discussion on its way 'round the world.

The Hamilton Spectator

Trackmen in Southern Meets; Carr, Stroud Lead Good Effort

BY TOM SPELLANE

For the second time in three years, Hamilton's track team warmed up for the outdoor season with two weeks of training and competition in the sunny South. Along with Amherst, Rochester, Colgate, Yale and other schools from the snow country, Hamilton was represented at the Florida Relays in Gainsville, at the Carolina State Relays in Columbia and in the Daytona Beach Run. A full squad also met the University of Richmond and the University of Florida in triangular competition in Gainesville.

Hamilton Blue mixed with the colors of 41 other colleges and universities (and some 90 high schools and junior colleges) at the 26th Annual Florida Relays in Gainesville on Saturday, March 29th. Rob Stroud, Hamilton's only entry in open competition, ran a 55.1 in the 440 intermediate hurdles, breaking his own Hamilton College record, 56.2, set last spring. Rutgers' Jack Hanley won the event in 52.0.

Three relay teams carried the Blue baton at the "'Gator" Relays that day. John Griffin, in spite of a painful leg injury, managed a 2:06 lead-off 880 for the distance medley before passing to Kevin Gilbert, who burned a 50.6 quarter mile. Newch Warde took over for a 3:13.5 three-quarter mile leg and passed to his roommate, Tom Carr, who ran a 4:32.8 mile. Yale, featuring a 2:57.2 third leg by team captain Bittner and a 4:07 mile by Frank Shorter, set a new Relays record in the event, 9:46.4, nearly a minute faster than Hamilton's 10:43.

Warde came back for a 1:59 anchor 880 for the sprint medley, following a 24.9 220 from Bill Wright, another 220 from Tom Pochman in a hot 21.8, and a strong 21.5 440 from Bill Monro. Tennessee took the event in 3:19.3 with the help of Larry Kelly's 1:50.9 880 and Haudy McAlhancy's 46.9 440 leg.

McAlhancy later produced a 46.8 anchor for Tennessee's victorious mile relay team, which ran 3:08.1 to break the old Florida Relays record, 3:09.3. Hamilton's Rob Stroud, Tom Pochman and Kevin Gilbert came back, with Andy Field running fresh in the third leg for a 3:24.2 mile relay, Stroud running a 49.5 second leg. All Gainesville races were University Class. No Hamilton team placed, but all were far from last.

Among the biggest names in Gainesville for the meet was Olympian Jack Bachelor of the Florida Track Club, who broke his own Relays record in the open 3,000 meter Steeplechase (8:55.8 vs. 9:01.2, which he ran last year). Florida's own Ron Jordon, NCAA high jump champion, won his event leaping seven feet for the eighteenth time and added to his reputation as "the world's most consistent high jumper." Jordan is said to have remarked, "I seem to be in a slump." Though Jordon was named the top performer of the day, NYU's Byron Dyce was easily the meet's most impressive runner. Dyce anchored a victorious two-mile relay with a 1:47.4 880, a fifth-place distance medley with a 4:07 mile, and a mile relay that tied Yale for third at 3:11.6.

On March 30, Tom Carr, Bill Munro, Marc Peuron and Newell Warde journeyed to Florida's east coast for the first annual Daytona Beach Run. In a field of 60 runners, Carr covered the generous four mile course in 22:16 to finsh sixth; Warde finished 15th, Peuron 25th and Munro 32nd. In ceremonies after the race, Carr and Warde received trophies (and a handshake) from Miss Daytona.

On April 1, Hamilton tasted big-time competition again, taking on the Florida Gators on their home ground in a triangular meet with the University of Richmond. Florida coasted to victory with 135 points, leaving Richmond with 32 and Hamilton with 16. The Blue's strongest coup came in the 440, where Gilbert finished second in 50.1 followed by freshman Peter Tylenda in fourth place with 50.7. Carr grabbed second in the 880 with a personal best of 1:57.7. Tom Pochman was third in the 220 at 22.6. Rob Stroud took third in the intermediate hurdles at 55.6 and was later clocked under 49 for his leg of the mile relay, (with Pochman, Carr, and Tylenda) to produce a 3:24.2, which placed second to Florida's 3:22.

At a windy Seventh Annual Carolina Relays, Stroud again ran a 55.6 in the hurdles for fourth place in the College Division. He also anchored a fourth-place, 3:23.5 mile relay, running 50.1. Gilbert led off with 50.8, passing to freshman Tylenda, who ran 51.4. Sophomore Pochman ran third leg in 51.2. A fifth place, College Division, was taken by Hamilton's sprint medley, Andy Field running the lead 220 in 24.5, and Newch Warde taking the second in 23.7. Bill Munro took the baton for a 52.8 440 and passed to Tom Carr, who produced a 1:58.2 880.

Twenty colleges and universities were represented at Columbia, among them Florida, whose Ron Jordon was again named top performer of the day after he cleared seven feet but failed at 7 ft. 2 in.,—for the nineteenth time.

Golfers' Journey Succesful; Outlook for Season Bright

BY JOHN GOVERN

The shaftsmen of Hamilton journeyed southward this spring vacation for a bout with the top teams of the South.

Entered in both the Miami University Tournament and in the Cape Coral Event, the linksmen had a scant five day period in which to tighten the muscles left flaccid by winter months of frivolous diversion at Hamilton. They teed the ball up on Wednesday morning, therefore, with a distinct disadvantage. Their opponents were not only in fine condition, but also quite familiar with the typically Southern layout.

The team, composed of Captain Dave Waters, John Govern, Bill Sherman, Jim Banagan, Jeff Watts, and freshman Alan Light posted a first round total of 327 strokes. The squad was aided by clement weather and the new regulation that only the four lowest scores of the six men would be counted.

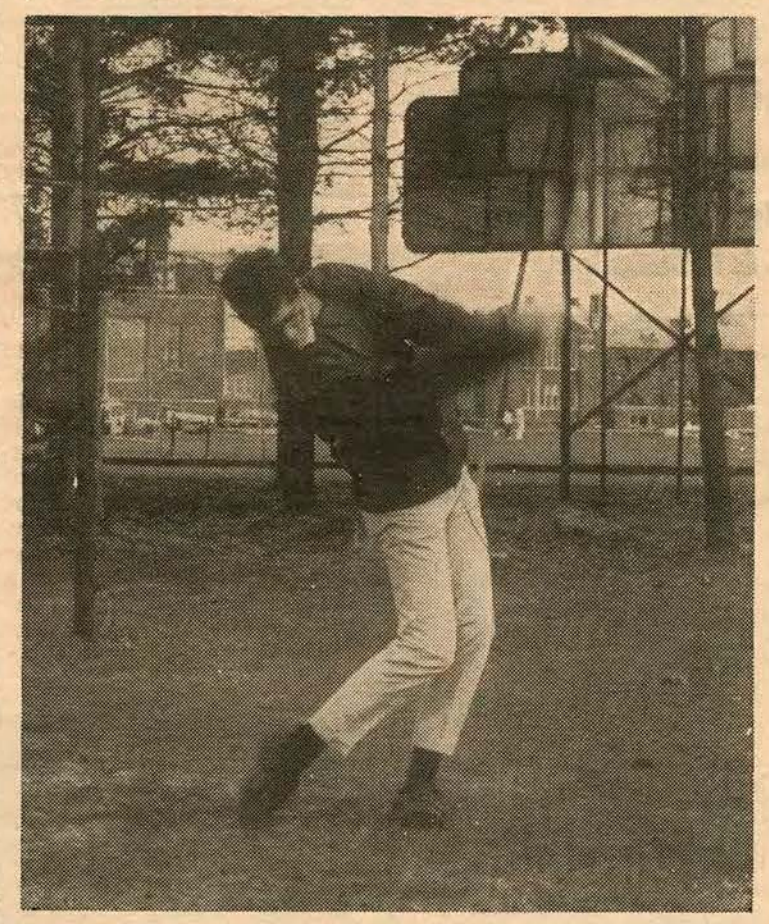
Encouraged by an adequate start and a 17th place position, the men had a second day aggregate of 326, placing them only six strokes behind Dartmouth and far ahead of inept Amherst. The next two rounds found the shaftsmen constantly improving. They completed the tourney deadlocked with Dartmouth in 20th position out of 32 teams. Amherst finished a distant and dreary 25th.

In the individual division, John Govern, last year's number one player, and Dave Waters, the white-visor clad captain, swung into 35th and 91st place, respectively, out of 187 competitors. Although not placing so well in individual competition, Bill Sherman, Jim Banagan and Jeff Watts figured often in team contribution.

The following week found the team entered in the Cape Coral Classic in Naples, Florida. Promise of a better showing was augmented by that freshman phenomenon Al "Flash" Light's resolution to shake the stroke of misfortunes which hampered his earlier performance. It seems that inimitable Al lost not only his pitching wedge, five and nine irons, but had, with considerable finality, separated the head of his sand wedge from the shaft, as he so carelessly "dropped" it on iron rail support.

Al honored his promise and everyone's performance improved. The team placed as low as 19th one day, and eventually finished in 23rd position out of some 40 teams. Some of the notable defeated teams were Cornell, Syracuse, Albany State and Rochester. Colgate slipped into a 13th place finish, only 15 strokes ahead of Hamilton.

Individual statistics also improved. Standing solidly in 6th position with only 18 holes remaining, Govern carded a fat 80 on the final day. His 72 hole total of 300 (73-72-75-80) still accorded him 14th place. Dave Waters, gaining strength as the trip lengthened, had rounds of (80-76-82-78) for a 316 total and a 74th place finish. Light carded a fine final round of 78 and Bill Sherman fared well also, posting a good 76.



Hamilton's leading golfer John Govern led a successful Blue assault on Southern courses.

Brooks McCuen Wins Scholarship

Hamilton College basketball captain and high scorer Brooks McCuen is one of 15 senior basketball players with significant academic and athletic achievements to be awarded $1,000 Postgraduate scholarships by the NCAA.

Five awards ,were given in each of three groups: University Division member institutions, College Division members, and At-Large group. The scholarships may be used for postgraduate work at a school of the recipient's choice.

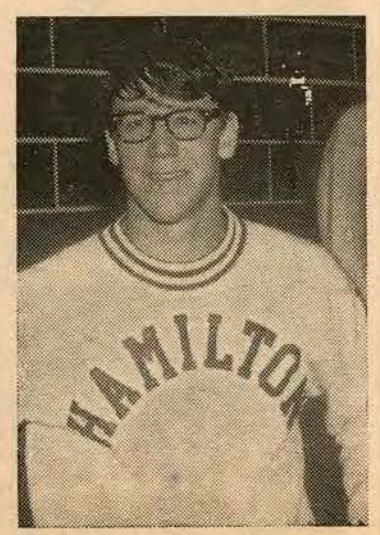
Each winner has earned better than a 3.0 or B cumulative average for three years of college work, and must have performed with distinction on the basketball floor. In addition, each must have signified his intention of beginning graduate studies as soon as possible.

Both McCuen and Suplee were nominated by a Hamilton screening committee along with two other candidates.

Honor Volp at Nationals

All American sprinter Rick Volp scored 17 points to place Hamilton College thirtieth out of sixty-three schools at the NCAA College Division Swimming and Diving Championship held on March 20-22. Several other Hamilton swimmers performed well, but fell short of the highly coveted All American honors which are awarded to the top twelve competitors in each event.

On Thursday, sophomore Paul Crumrine finished fourteenth in a field of thirty divers in the one meter diving competition. In sixteenth place when the cut was made at the end of the preliminary rounds of five dives, Paul was the last of the qualifiers for the semi-finals but moved up two places with three well executed dives. He was just six points away from the finals at this point, but pleased with his performance.



All-American Rick Volp

Long - distance freestyler Larry Bentley swam in the demanding 1650 yard freestyle event, one which is not used in dual competition but which replaces the one thousand yard event in championship meets. With his usual machine - like regularity and stamina, Larry knocked twenty seconds off of his previous best time, and finished well ahead of the other swimmers in his heat. However, swimmers in later heats bettered his time and he finished in thirteenth place, a heartbreaking .23 seconds away from twelfth place.

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